



## NEW YORK CITY COLLEGE OF TECHNOLOGY

The City University of New York

### Department of Communication Design

## COMD 3701 Design Studio

### Course Description

Working independently, each student researches, conceptualizes and develops an in-depth project, across media channels, which uses design-thinking to address a contemporary issue.

2 cl hrs, 2 lab hrs, 3 cr

### Prerequisite:

COMD 2400

### Course Objectives

INSTRUCTIONAL OBJECTIVES	ASSESSMENT
<b>For the successful completion of this course, students should be able to:</b>	<b>Evaluation methods and criteria</b>
Demonstrate the ability to develop strategy based on independent research.	Students will demonstrate proficiency by writing a project brief based on information obtained from research.
Think critically and creatively to solve visual communication problems. Design and/or produce images and text that effectively communicate intended content.	Students will demonstrate proficiency by creating a major project over the semester.
Identify, evaluate and effectively respond to ethical issues as a citizen and a professional.	Students will demonstrate proficiency in class discussions and informal writing assignments about ethical issues.
Present and defend his or her work to a client.	Students will demonstrate proficiency by presenting work at various stages over the semester and participate in critiques.

<b>General Education Outcome covered:</b>	<b>How the outcome is assessed:</b>
<b>Critical Thinking</b> Think critically to evaluate evidence and the perspectives of others before accepting or formulating an opinion.	Evaluate through class discussion and written assignments to see how students are able to discern the accuracy of conclusions through provided information.
<b>maybe ethical reseasioning</b> <b>Identify, evaluate and effectively respond to ethical issues as a citizen and a professional.</b>	
<b>Inquiry &amp; Analysis</b> Solve problems by designing, evaluating, and implementing a strategy to answer an open-ended question.	Assessment through class critiques. Used to determine how students synthesize and apply research to their projects and subsequent development.
<b>Oral Communication</b> Prepare and deliver oral communication that promotes knowledge and understanding.	Evaluate how well students absorbed and consequently applied the learning through oral critiques of projects.

### Teaching/Learning Methods

- Lectures, readings and discussions
- Group think / Sprint sessions
- Project-based labs
- Research assignments
- Blackboard (or other LMS)

### Required Text

Change by Design, *Tim Brown*

Do Good Design, *David Berman*

Writing and Research for Designers, *Steven Heller*

### Suggested Texts

Graphic Design Thinking (Design Briefs), *Ellen Lupton*

### Attendance (College) and Lateness (Department) Policies:

The COMD BFA and AAS degrees are design studio programs. In-class laboratory activities and engagement with other students is a significant portion of the courses. Absences more than 10% of the total class hours may result in a 10% drop from your grade due to an inability to meet the deliverables of participation. This may be in addition to other penalties that will be imposed for failure to complete in-class academic requirements. Missing more than 25% of total class meetings will not be permitted. Any two 'lates' (15 minutes or more) will be equal to 1 absence.

## Academic Integrity Standards

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting and citation of sources. As a community of intellectual and professional workers, the college recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion. More information about the College's policy on Academic Integrity may be found in the College Catalog.

## Grading

Research, critical thinking, and presentation skills are all part of establishing a design solution. Therefore, grades will be determined as follows:

- Project 01: Design for Good 55%  
Research, process, creative work, and art direction: thumbnails, roughs, comps; or finished art, photography, desktop publishing, production
- Project 02: Senior Project Exploration paper: 25%  
Writing and research
- Readings, participation, organization, and presentation skills 20%

## Course Outline

Project 01  
Semester Long Design for Good Assignment

Project 02  
Senior Project Exploration (Written Exploration)

## Topics

WEEK	Lecture Topic	Laboratory Exercise	Homework
1	Lecture: Class orientation and syllabus review: course description, objectives, requirements, recommended texts, reading/homework expectations, grading. What is design for good?	Lab: Student will begin to search for existing "Design for Good" case studies. They will break down what are the essential elements of an effective project. Start to explore how to begin researching their own topics.	HW: 1. Research case studies. Break down elements. 2. Research topics in business, culture, or technology to spark a direction to tackle.

2	Lecture: How to research effectively? Learn human-centered research methods on ways of presenting your research findings.	Lab: Review case studies by breaking up into mini-groups. Review students' topics and evaluate and provide feedback.	HW: After feedback, prepare a clear understanding of the topic and share finding with the class.
3 -4	Lecture: How can designers learn empathy? What is the importance of ethnographic research?	Lab: Students present their initial finding to the class.	HW: Continue researching and refining concept
4	How do you uncover target-specific creative solutions? What are persona(s) and how to use in your research?	Students present their initial finding to the class. (continued)	HW: Continue researching and refining concept
5-6	Lecture: Discuss competitive set and opportunities for this creative solution.	Lab: Students present their secondary finding in the class share how the research is informing their concept.	HW: Prepare a creative brief for next class. State your problem, audience, strategic approach, and the way(s) to address the issue. (ideas are still in rough form)
6	Lecture: Preparing for your Senior Project. Explore idea and discover opportunities.		Begin Research for Senior Project. Explore idea and discover opportunities.
7-9	Lecture: Discuss various techniques to break down the norms of conceiving of a creative solution. Explore non-traditional forms of a solution to create an impact.	Lab: Student use groupthink methods to discuss, review and provide feedback to each other.	HW: Continue to explore via research and show progress.
9			The first draft of Project 2, senior project paper is due.
10		Lab: Students present mockup idea for their creative solution	

		with an understanding of diversity in the message, intention, connection and media outlet.  Submit first draft of Project 2 paper	
11-13	Lecture: Discuss finalizing and output techniques. Review project process books.	Lab: Student uses this as production time to finalize and check-in to get final feedback.	HW: Continue to explore via research and show progress.
13		Submit research paper for their senior project idea. Include a process book and all accompanying research.	
14-15		Lab: Final presentation of creative work to class and another faculty. All work needs to be presentation-ready to communicate clearly and convincingly your concept to support solution. Include a process book and all accompanying research	

## Sample Course Assignments

### Design for Good

*Overview:* Student groups will seek out personal, local or controversial cultural issues and using research methodology of rapid iteration will create a vehicle to respond to that issue. It will help to support, inform, educate, and/or bring awareness of the found issue to the public.

*Deliverables:* You will create an outcome properly suited to an audience you wish to engage with. It will not be limited to printed or digital means; you can also utilize the environment as a backdrop to create a unique experience. You will bring research into the classroom to ideate and gain feedback from classmates and the professor. Each class will build on the previous, expanding your concept and bringing your research to life. All design solutions should have clear indications of intent, concept, media outlet and the strategy you will use to create impact for this topic.

### Research & Development

*Phase 1: Discover* - Discover a topic and begin to see what aspects need more attention. How will you understand the situation and offer ways to address or attack your found problem?

*PHASE 2: DEFINE* - Use your research to define a problem to solve? Be clear with your intentions and make a strong case for why this topic needs to be addressed.

*PHASE 3: DEVELOP* - Begin to craft your experience and see if it is a viable option. Fail often and fast to make sure you have chosen the proper direction for your audience. How can you make the media outlet broader?

*PHASE 4: DELIVER* - Make your concept unified by establishing a consistent visual and verbal tone. Present your pitch and create any visuals to solidify your concept.

## **Bibliography**

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Simmons, Christopher. *Just Design: Socially Conscious Design for Critical Causes*. Cincinnati, OH, How Books, 2011.

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